

PCOSW Scholarship and Co-Sponsorships Awardee Summary Reports

Elirissa Hui

Project Date(s): April 5-9, 2019

Project Summary: With PCOSW's support, I had the opportunity to attend AERA. A colleague and I presented our project as a part of the Intersectional Examinations of Race, Class, and Gender Structured Poster Session at the conference. Our project is a literature review that focuses on the multiple levels of oppression that shape Southeast Asian American students' access and outcomes in higher education. This experience of presenting and sharing our knowledge was a challenging and meaningful experience for me as a developing professional in the field of student affairs. As a graduate student in the CSSA program, I do my work through a practitioner's lens; however this conference is focused on the academic and research aspect of higher education. Additionally, as a first generation Asian American womxn in this field, it is rare to find mentors and colleagues who understand my experiences. Attending AERA allowed me the opportunity to meet leading and upcoming Asian, Pacific Islander, and Desi American (APIDA) scholars and mentors in the field of higher education research specifically on APIDA students. I never imagined that pursuing a PhD was realistic for me. However, after connecting with researchers and scholars in the field at this conference, pursuing a PhD has become a more realistic option for me in the future. I am grateful to PCOSW for supporting me and my community of ADPI scholars.

Rebecca Amantia

Project Date(s): March 15th – March 26th, 2019

Project Summary: In March 2019, I had the opportunity to travel to Bangladesh and collaborated with a local organization known as Dhaka Community Hospital (DCH) Trust. The purpose of this trip was a preliminary in-person/field visit where I discussed my proposed research to evaluate current emergency response efforts that focus on maternal and child health in a Rohingya refugee camp located in Bangladesh. During this trip I met with DCH stakeholders, visited 2 refugee camp health clinics, attended a community meeting, and collaborated with leadership on my proposed dissertation focusing on research logistics. In addition, I attended the Intra and Inter-agency Symposium on Disaster Management and Sustainable Emergency Health Care. Throughout this conference leaders from around the world discussed their local response and varying sectors involvement in emergency disaster response. Speakers highlighted the need to focus on 'human-made' disasters and intra and international collaboration. I networked and learned from varying leaders and experts from around the world, such as Bangladesh governmental leaders, experts in disaster response from Japan, Indonesia, Philippines, Sri

Lanka, and the United Nations. This opportunity I was able to learn about humanitarian relief first hand and gather preliminary information to inform research methodology and data collection. I look forward to my next visit and research with DCH Trust and working in the field of complex humanitarian response.

Vanessa Constant

Project Date(s): Workshop Dates: March 20 – 22, 2019 Travel Dates: March 19, 2019 & March 23, 2019

Project Summary: Thanks to the PCOSW, I was able to attend the second in-person component of a Team Science and Cross-Disciplinary Problem-Solving Professional Development Training on Virginia's Eastern Shore this March. The workshop, co-hosted by Virginia Sea Grant, Virginia Institute of Marine Science, Virginia Commonwealth University, University of Virginia, and University of Central Florida, brought together graduate students and faculty from distinct disciplinary backgrounds to explore and practice team science. We unified our interests to create an integrated coastal resilience conceptual framework, produce novel research questions, and propose ideas for enhancing coastal resilience based on community identified needs in one of Virginia's rural coastal communities. It was a great opportunity to learn from and work with social scientists, lawyers, engineers, architects, and others (all in one place) and to develop additional tools for teamwork and consensus building. It was particularly useful to be able to engage with perspectives and disciplines different from my own in an effort to achieve novel, cross-disciplinary outcomes to the wicked problems of our present and future. I am grateful for this opportunity and to have had the support of the PCOSW.

Abigail Essinger

Project Date(s): March 3-6, 2019

Project Summary: For this project, we created a presentation titled, "Reading between the Lines: A Discussion on Language" that was presented at the 2019 ACPA national conference. My colleague, Maddie White, and I travelled to Boston, MA at the beginning of March to attend and present at the conference. The purpose of our presentation was to call attention to the language and phrasing that we use in all-campus announcements, specifically following emotionally-charged incidents. For this presentation we chose to focus on messaging that was released by university presidents and leadership in the PAC 12 following the 2016 Presidential election. During our presentation, we asked attendees to analyze and provide feedback on two different statements. We then encouraged folks to offer critiques, praise or questions that came up for them as they were reading. Though this presentation dealt with high level messaging, it was geared toward graduate students. Being conscious early in our careers about the language and phrasing that we use to

communicate with students will carry with us as we continue into higher level positions. We must be intentional, authentic and take care to hold and support our students in the best ways that we can, starting with our words.

Madelaine White

Project Date(s): March 3 – 6, 2019

Project Summary: With funding assistance from the PCOSW, I was able to attend the ACPA Annual Convention in Boston, Massachusetts. This conference offered me the opportunity to attend multiple educational sessions, speakers, and events relating to my future career in student affairs (topics included free speech on college campuses, best practices in parent/family programming, and equitable student leadership). The time spent learning and networking with colleagues and leaders within my field was priceless. Additionally, I presented an educational session titled, “Reading Between the Lines: A Discussion About Language.” My co-presenter and I spoke to how language is often used by those in power to reproduce the conditions of structural oppression. We presented our findings from an ongoing examination of university-wide announcements and statements from administrative leaders in higher education. Additionally, our session engaged attendees in dialogue about the ways in which language is used within our institutions. Framing our discussion within the context of our current social and political climate, we presented several case studies of institutional messaging sent around the 2016 presidential election and worked collaboratively with participants to unpack and assess the language used. The conversation was incredibly impactful, and we received great feedback from those in attendance. This was my first national conference presentation, and it was an honor to contribute to the body of knowledge within my field of study.